 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Ms. Perry** **Lesson #:** 4 **Facet:** Empathy  
**Grade Level:** 9-Diploma **Numbers of Days:** 3   
**Topic:**  
Students will be able to imagine their health long term  
  
**PART I:**  
  
**Objectives**  
Student will understand that short term impulsive decisions affect long term personal health  
Student will know critical details of decision making, decisions and consequences, actions and reactions  
Student will be able to imagine their health long term   
  
**Product:**  
Students will portray their predictions of their health in the future by creating a 1 to 3 image comic strip using comic life software. Students will be asked to write a brief (1 page) explanation of their comic strip including what supporting evidence they have now that allows for an educated guess into the future.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Rationale:**   
If students are able to imagine what their future health will be like by using supporting evidence from their personal health practices and personal health status they ill be able to make the necessary changes to achieve a health enhancing goal.  
  
**Assessments**   
  
**Pre-Assessment: (Lesson 1 only)**  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Example/non-example: To explain the idea that supporting evidence is essential in making educated guesses about our health in the future the teacher will provide 3 examples. The three examples will be of a health problem with supporting evidence and inferences that can be made with this information. One of the examples will not use strong supporting evidence for the inference made. Students are to determine which example does not have strong evidence and write it on a scrap piece of paper. After everyone has made their decision the teacher explains which example was not an example. Students are encouraged to ask clarifying questions.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will reflect on comic strip when writing their explanation piece, students will be given a rubric before creating their comic strips and will self-assess themselves before turning it in**.** Teacher will provide feedback on comic strip but will not grade, feedback will be beneficial when students create final product of the unit.  
  
**Summative (Assessment of Learning):**  
Students will portray their predictions of their health in the future by creating a 1 to 3 image comic strip using comic life software. Students will be asked to write a brief (1 page) explanation of their comic strip including what supporting evidence they have now that allows for an educated guess into the future.  
  
**Integration**  
**Technology:**   
Students will imagine their health in 1 year, 10 years and 20 years. This project will serve as an introduction to Comic Life software. In this comic strip you will depict what you imagine your health to be like in 1 year, 10 years and 20 years, this should reflect your current personal health practices. If you still practice the same habits that you do today. The comic strip should include a minimum or 4 scenes. This project will be graded using a rubric that will be distributed when the comic is assigned.  
  
**Content Areas:**   
Art: Students must use images to portray their thoughts and ideas.  
English: Prior knowledge of comics will be necessary for final product of this lesson. Understanding of a dialogue norms, word tense and sentence structure used when speaking or narrating will be critical to this lesson.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Using the clock graphic organizer students will imagine their health long term. They will be directed to choose 3 numbers on the clock, the numbers represent the number of years into the future. Under each of the 3 numbers chosen students will describe what their health will be like, they will be reminded to think of the four areas of health. To share and discuss predictions I will use the mix-pair-share cooperative learning strategy.  
  
**Section II – Groups and Roles for Product**  
Students will work in pairs to research topics and objectives from the Healthy People 2020 document. Students will be organized into pairs by being given an index card with two topics from the Healthy People 2020 topics list, there will be two of each index card. Students are to find the other student with the same index card. Students will collaborate together to research and present their chosen topic.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:** This lesson requires students to think of consequences to actions, what logically happens after I do something?  
**Visual:** Students will create a visual representation, using comic life, of their health in the future.  
**Kinesthetic:** Students will be given foam balls, teacher will ask think about what you want to do with this ball, what will happen after you do what you want with it. If you throw it, someone else might catch it or the teacher may take it away, so you will lose it, but if you throw it straight up you could catch it and keep it. If you drop it might roll away and you lose it. Maybe you do want to lose, so you purposely let fall.  
**Interpersonal:** During mix-pair-share students will be encouraged to share their health predictions and listen to others estimates of their health in the future.  
**Intrapersonal:** Students must imagine themselves and their health in the future.  
**Naturalist:** Students will be asked to write a blog entry that explains their predictions of the natural environment's health in the future. Students must include in their blog post an event or activity that is happening today and how it will effect the environment later.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
All absent students should consult the class wikispace where class notes will be available. Students must complete the clock graphic organizer as homework which will be due one week after the day the were absent. The clock graphic organizer handout will be available for absent students in the 'absent' folder in my classroom.  
  
**Extensions**  
  
**Type II technology:**  
Students will imagine their health in 1 year, 10 years and 20 years. This project will serve as an introduction to Comic Life software. In this comic strip you will depict what you imagine your health to be like in 1 year, 10 years and 20 years, this should reflect your current personal health practices. If you still practice the same habits that you do today. The comic strip should include a minimum or 4 scenes. This project will be graded using a rubric that will be distributed when the comic is assigned.  
  
**Gifted Students:**  
The lesson requires deep introspective thought, asking students to reflect upon their own behavior thinking about what they are currently doing and how they will affect their future. Students are asked to connect content from previous lessons, personal health practices, personal health strengths, needs and risks and personal health status. Students are only expected to address one of these but are encouraged to take their entire personal health status and the practices that contribute to this to connect to their health in the future.  
  
**Materials, Resources and Technology**  
Clock graphic organizer  
Comic Life software  
Healthy People 2020 index cards  
Comic Life checklist   
Foam Balls  
Student laptops

**Source for Lesson Plan and Research**  
Imagine the future of health: <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx>  
  
Graphic Organizer: <http://www.eduplace.com/graphicorganizer/>   
  
Cooperative Learning technique: [http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm)   
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
Classroom arrangement: Desks in a circle  
  
Agenda  
Day one (80 minutes)  
Hook (20 minutes)  
Healthy People 2020 Topics and Objectives activity (60 minutes)  
  
Day 2 (80 minutes)  
Review of last class work (10 minutes)  
Mini presentations (40 minutes)  
Clock graphic organizer (10 minutes)  
Example/non-example checking for understanding (10 minutes)  
Mix-pair-share (10 minutes)  
  
Day 3 (80 minutes)  
Introduction to comic life by teacher (10 minutes)  
Students work on comic (50 minutes)  
Students check own work (5 minutes)  
Gallery walk (5 minutes)  
Closing activity "think before you act" (10 minutes)  
  
Assignment: Students will write a brief (1/2 to 1 page) explanation of their comic strip including what supporting evidence they have now that allows for an educated guess into the future.  
  
Students will understand that short term impulsive decisions affect long term personal health. To avoid regretting decisions we make in the past, we must consider the consequences of our actions. Compare the value of thoughtful decision-making to quick decision-making in a health related situation. Tell me about the future blog entry. Students will be asked to write a blog entry that explains their predictions of the natural environment's health in the future. Students must include in their blog post an event or activity that is happening today and how it will effect the environment later.  
**Where, Why, What, Hook, Tailor:** Intrapersonal, naturalist and verbal  
  
Students will know critical details of decision making, decisions and consequences, actions and reactions. Students will be introduced the idea of predicted personal health by researching topics and objectives from the Healthy People 2020 document. On day one of the lesson students will be given an index card with two topics from the Healthy People 2020 topics list, there will be two of each index card. Students are to find the other student with the same index card. Students read both sections regarding each topic on their index card and choose which one they would like to present out to the class. Once a specific topic has been chosen they are to identify the current health situation/area of improvement and explain why this needs to be improved. Students should save their work on a word document. To help guide students through their exploration of their Healthy People 2020 topic the teacher should write the specific assignment on the board (see content notes). At the end of class students email the word doc to their partner, so both partners have a copy of their work. On day two of the lesson students will be given a few minutes at the beginning of class to review their work. Students will give short presentations (3 minutes) highlighting the current health situation/area of improvement and explain why this needs to be improved and then email their word doc to the teacher.After student mini presentations the teacher will check for student understanding by using the example/non example method (see content notes). Also on day two of the lesson students will use the clock graphic organizer to imagine their personal health long term. They will be directed to choose 3 numbers on the clock, the numbers represent the number of years into the future. Under each of the 3 numbers chosen students will describe what their health will be like, they will be reminded to think of the four areas of health. To share and discuss predictions students will do the mix-pair-share cooperative learning strategy (see content notes).  
**Equip, Explore, Rethink, Tailor:** Logical, visual, interpersonal and intrapersonal  
  
To share and discuss predictions of their future health students will use the mix-pair-share cooperative learning strategy. Students will portray their predictions of their health in the future by creating a 1 to 3 image comic strip using comic life software. This comic project is an individual project. Students will be provided time in class to work on it and will be allowed to talk quietly amongst themselves while working. Students will be asked to write a brief (1 page) explanation of their comic strip including what supporting evidence they have now that allows for an educated guess into the future.   
**Explore, Experience, Rethink, Revise, Refine, Tailor:** Visual, interpersonal, logical and intrapersonal  
  
Students will reflect on the comic strip when writing their explanation piece, students will be given a checklist before creating their comic strips and will self-assess themselves before turning it in. Teacher will provide feedback on comic strip but will not grade, feedback will be beneficial when students create the final product of this unit.  
**Evaluate, Tailors:** Intrapersonal  
  
**Content Notes**   
Students will know…..   
  
**Healthy People 2020 Topics and Objectives Activity:** Once a specific topic has been chosen they are to identify the current health situation/area of improvement and explain why this needs to be improved. Students should save their work on a word document. To help guide students through their exploration of their Healthy People 2020 topic the teacher should write on the board: Why is your topic a problem for our country? Provide 3 supporting facts?  
**Index Cards Topics:**  
1.) 1. Cancer or 2. Dementia  
2.) 1. Diabetes or 2. Disability and health  
3.) 1. Environmental health or 2. Family Planning  
4.) 1. Global health or 2. Healthcare associated infections  
5.) 1. Health-related quality of life and well being or 2. Heart disease and strong  
6.) 1. HIV or 2. Immunization and infectious diseases  
7.) 1. Injury and violence prevention or 2. Vision  
8.) 1. Lesbian, Gay, Bisexual and Transgender health or 2. Maternal, infant and child health  
9.) 1. Mental health and disorders or 2. Nutrition and weight status  
10.) 1. Oral health or 2. Physical activity  
11.) 1. Substance Abuse or 2. Tobacco Use  
  
**Example/non example checking for understanding:** To explain the idea that supporting evidence is essential in making educated guesses about our health in the future the teacher will provide 3 examples from the Health People 2020 topics list that are not on any index cards handed to students. The three examples will be of a health problem with supporting evidence and inferences that can be made with this information. One of the examples will not use strong supporting evidence for the inference made. Students are to determine which example does not have strong evidence and write it on a scrap piece of paper. After everyone has mad their decision the teacher explains which example was not an example. Students are encouraged to ask clarifying questions.  
  
Three examples (two are proficient examples one is a non-example):   
1. STDs  
Strong supporting svidence that STDs are and will continue to be a public health risk unless there is an intervention.  
A. Treatment of STDs cost over $1.5 billion to healthcare system each year  
B. One half of all STD cases are among 15 to 24 year old  
C. STDs untreated can lead to further health problems including: Reproductive health problems, Fetal and perinatal health problems, Cancer, and Facilitation of the sexual transmission of HIV infection  
  
2. Food Safety (Non-Example)  
Poor supporting evidence for the inference that measures must be taken to decrease the occurrence of food-borne illness.  
A. Food safety is a big problem  
B. Food Safety is listed on the Healthy People 2020 website  
C. Food safety means keeping your food clean  
  
3. Sleep Health  
Strong supporting evidence that sleep health must be improved in order to improve the overall health of our nation.  
A. Among US adults 25% report insufficient sleep or rest at least 15 out of every 30 days  
B. Sleep loss and untreated sleep disorders influence basic patterns of behavior that negatively affect family health and interpersonal relationships.  
C.Fatigue and sleepiness can reduce productivity and increase the chance for mishaps such as medical errors and motor vehicle or industrial accidents  
  
Information from [Healthy People 2020 article](http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx" \t "_blank)  
  
**Mix-pair-share cooperative learning strategy:** Students silently mix around the room until the teacher calls “pair.” Students pair up with the person closest to them and shake hands. Students who haven’t found a partner raise their hand to find each other. Students share with their partner their graphic organizer and answer specific questions. Each student should ask their partner what personal health practices will cause their health to result in the way they have imagined it? What health strengths, risks and needs contributed to their estimate for their health in the future?  
  
**Closing Activity "think before you act":** Students will be given foam balls, teacher will ask think about what you want to do with this ball, what will happen after you do what you want with it. If you throw it, someone else might catch it or the teacher may take it away, so you will lose it, but if you throw it straight up you could catch it and keep it. If you drop it might roll away and you lose it. Maybe you do want to lose, so you purposely let fall.  
  
**Handouts**  
Healthy People 2020 index cards  
Clock graphic organizer  
Comic Life Checklist  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
***Learning Styles***  
  
***Clipboard:*** This lesson requires students to think of in sequential manner, to consider consequences to actions to ask the question what logically happens after I do something? Clipboard type learners often think in this process. Clipboards appreciation for clear procedures will be thankful the action plan surrounding the Healthy People 2020 research activity.  
  
***Microscope:*** Lesson 4 aims to answer the question of why must we plan ahead. The general statement to avoid regretting decisions we make in the past, we must consider the consequences of our actions is given by the teacher, by through this lesson students will delve deeper into their own decision making process. A large portion of class time during this lesson is devoted to researching and finding supporting details of health topics, this activity will appeal to microscopes need for research examining details.  
  
***Puppy:***  
Students will work in pairs to research a health article. The partnerships will collaborate together to research and present their chosen topic. This peer work and partner collaboration is tailored to puppy learners.  
  
***Beach Ball:***  
The concept of having two health topics to choose from to research allows beach ball learners to satisfy their need for choices. Whichever topic grabs their attention will be the one they can research. This lesson includes a mix-pair-share cooperative learning strategy, during this portion of the lesson students are asked to stand and move about the room, this movement works well for beach balls, as does the gallery walk at the end of day three for students to view others work.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
To check for student understanding the method 'example/non-example' will be used. To explain the idea that supporting evidence is essential in making educated guesses about our health in the future the teacher will provide 3 examples. The three examples will be of a health problem with supporting evidence and inferences that can be made with this information. One of the examples will not use strong supporting evidence for the inference made. Students are to determine which example does not have strong evidence and write it on a scrap piece of paper. After everyone has made their decision the teacher explains which example was not an example. Students are encouraged to ask clarifying questions.  
  
***Summative:***  
Students will reflect on comic strip when writing their explanation piece, students will be given a rubric before creating their comic strips and will self-assess themselves before turning it in**.** Teacher will provide feedback on comic strip but will not grade, feedback will be beneficial when students create final product of the unit.  
  
***Rationale:***  
Prior to producing a comic in which students must imagine what their health will be like in the future students will practice finding supporting evidence to reinforce predictions by researching a topic in Healthy People 2020. Student understanding will be assessed before the summative assessment of this lesson is introduced. At this point both the student and teacher will be able to assess if students understand or if further clarifying instruction is needed. It is the hope that if students do not understand they as questions, but if they do not but it is apparent they do not understand through the formative assessment method the teacher will be able to make accommodations. The summative assess in the lesson is not graded only provides students with an introductory experience and teacher feedback which will set students up for success when creating the final assessment for this lesson which will be done using comic life software.  
  
***Rationale:***   
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Student will understand that short term impulsive decisions affect long term personal health. Student will know critical details of decision making, decisions and consequences, actions and reactions. Student will be able to imagine their health long term   
  
***MLR or CCSS:***  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
***Facet:***  
Empathy, students are able to imagine what their future health will be like by using supporting evidence from their personal health practices and personal health status.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
  
**Logical:** This lesson requires students to think of consequences to actions, what logically happens after I do something?  
**Visual:** Students will create a visual representation, using comic life, of their health in the future.  
**Kinesthetic:** Students will be given foam balls,teacher will ask think about what you want to do with this ball, what will happen after you do what you want with it. If you throw it, someone else might catch it or the teacher may take it away, so you will lose it, but if you throw it straight up you could catch it and keep it. If you drop it might roll away and you lose it. Maybe you do want to lose, so you purposely let fall.  
**Interpersonal:** During mix-pair-share students will be encouraged to share their health predictions and listen to others estimates of their health in the future.  
**Intrapersonal:** Students must imagine themselves and their health in the future.  
**Naturalist:** Students will be asked to write a blog entry that explains their predictions of the natural environment's health in the future. Students must include in their blog post an event or activity that is happening today and how it will effect the environment later.  
  
***Type II Technology:***  
Students will portray their predictions of their health in the future by creating a 1 to 3 image comic strip using comic life software. Students will be asked to write a brief (1 page) explanation of their comic strip including what supporting evidence they have now that allows for an educated guess into the future.  
  
***Rationale:***   
The content, predictions of future based on current knowledge, delivered in this lesson is shown and provided in a number of different methods, read, researched, organized, discussed and contemplated. Students are will have a hands on experience of actions and consequences when provided with foam balls, what will they do with that ball? Using comic life technology to create a fun and interactive demonstration of student understanding of consequences will require students to think about the lesson's content in a different way and apply it to produce an entertaining product.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness

The teacher promotes, supports and models innovative thinking and inventiveness in the creation of the Healthy People 2020 research activity and relating it to student’s predictions of their health in the future.  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

Healthy People 2020 outlines real-world issues that our nation is facing today. Using comic life software to digitally create a comic the shows students our imagination of their health years from now.  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
The article Healthy People 2020 when read by itself boring, but the information is important and can be used to show the connection between what we know today and how we imagine the future to be, because that is exactly what this document does. Students can relate it to their own lives because there are many (if not all) topics that affect everyone.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

The comic project allows for students to demonstrate their understanding of predictions based on supporting evidence of known information in a creative fashion  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

The checking for understanding method example/non-example is used for formative assessment to confirm students understand the what strong supporting evidence is. Providing students with a checklist to assess their comic life project, requiring them to complete it and check it against their work before turning in their project.  
  
***Rationale:***  
Prior to producing a comic in which students must imagine what their health will be like in the future students will practice finding supporting evidence to reinforce predictions by researching a topic in Healthy People 2020. Student understanding will be assessed before the summative assessment of this lesson is introduced. At this point both the student and teacher will be able to assess if students understand or if further clarifying instruction is needed. It is the hope that if students do not understand they as questions, but if they do not but it is apparent they do not understand through the formative assessment method the teacher will be able to make accommodations. The summative assess in the lesson is not graded only provides students with an introductory experience and teacher feedback which will set students up for success when creating the final assessment for this lesson which will be done using comic life software.